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ABSTRACT

Intended to assist local administrators in achieving sex fairness in vocational education programs, this guide provides an overview of legislation and issues and offers some suggestions for evaluation and action. Unit 1 gives a description of the legislation addressing vocational education and the problem of sex stereotyping. Unit 2 deals with assessing progress made within the school in the areas of Title IX and Title II. The development of a plan of action is described in unit 3. Responsibilities and activities are also discussed for these stages of the plan development process: select and organize plan development team, review and develop policies and procedures, plan and develop leadership activities, plan and develop student activities, designate Title IX Compliance Officer and Accountability Report Developer, apply for special grants, review plan (advisory council), approve plan, implement plan, and evaluate. Appendixes, amounting to approximately one-half of the guide, include sample plans for secondary and postsecondary schools, application form and format for proposal for special grants, application requirements, sex equity resources, and criteria for measuring progress toward equity. (YLB)

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ADMINISTOR'S GUIDE

Sex Equity in Vocational Education

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Preface

The purpose of the administrator's guide is to assist local administrators in achieving sex fairness in programs. Recent vocational education legislation has focused on one problem area which administrators must address. The guide provides an overview of the sex equity issues and strategies for action.

The three units within the guide are: "The Legislation," which gives a description of the law and the problem; "Evaluation of the School," which deals with assessing progress made within the school in the areas of Title IX and Title II; and "The Plan Development Process," dealing with the process, responsibilities and activities.

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Introduction

With the passage of Title IX of the 1972 Education Amendments, school districts moved to remove the discrimination barriers that prevented students from enrolling in programs. When the 1976 vocational amendments were passed, vocational education started moving a step further - not only in evaluating a situation for sex fair behavior but also for sex affirmative behavior.

Administrators who are personally committed to equal opportunity in education and in the work force offer better guidance to teachers and counselors through inservice training and by informal emphasis. They are in a position to offer leadership for efforts to eliminate sex discrimnation and sex stereotyping from every aspect of vocational education.

Administrators face the need to act on legislation. They provide valuable nontraditional role models for students by employing members of both sexes in all occupations that exist in the school; they enable school staff members to recognize problems of stereotyping and bias that exist in the school by providing inservice training; they recognize the importance of establishing and enforcing standards governing the use of nonsexist texts, materials, tests and procedures; they communicate to parents that all programs are available to all students; and, they communicate to the community the school's dedication to the elimination of sex bias and stereotyping.[1]

Vocational educators have the opportunity to:

1. Increase the employment opportunities available to both sexes.
2. Train increasing numbers of women for meaningful and well-paying jobs.
3. Provide men with the option of developing in nontraditional job areas.
4. Prepare both males and females for sharing homemaking and wage-earning, which can increase family stability and harmony.
5. Train women so that, when left with the major responsibilities of supporting a family, they are able to earn an adequate income.
6. Provide men with homemaking and parenting skills so that, when necessary, they can assume responsibilities for a family and home.[2]

Vocational education contributes in a unique way to the development of young people. This handbook provides an overview of legislation and issues and offers some suggestions for evaluation and action. These materials will serve as a guide to the administrator in reviewing laws, in identifying discrimination, in assessing compliance, in promoting sex equity, and in developing a plan of action.

Leadership activities on the part of the administrator are necessary to achieve equal opportunities. The sex equity functions for the administrator may include the following:

1. Take action to create awareness of activities and programs to reduce sex bias and sex stereotyping in vocational education.
2. Gather, analyze, and disseminate data on the status of women and men students and employees in vocational education programs in your local district.

[1]Ellis Associates, **Expanding Nontraditional Opportunities in Vocational Education** (College Park, MD: Ellis Associates, Inc., 1977), pp. 45-46.

[2]Community Service Education Department, **Expanding Adolescent Role Expections** (Ithaca, New York: Cornell University, 1977), p. 17.

3. Develop plans of action to correct problems identified in local districts.
4. Review and plan expenditures to assure equitable allocation of district funds to ensure that the needs of men and women are met in all programs.
5. Monitor the implementation of laws prohibiting sex discrimination in employment practices within local districts through regular self-evaluation.
6. Review course offerings and curriculum, including recruitment materials, for sex bias.
7. Promote the expansion of nontraditional vocational-occupational opportunities with the community, business, industrial and labor groups.
8. Make information available to the general public and local school staff and faculty related to procedures and plans for overcoming sex bias in vocational education.
9. Review district progress in implementing Title IX self-evaluation remedial actions and continued compliance.
10. Develop and submit an annual plan for overcoming sex bias and discrimination in vocational education.

LEGISLATION

THE PROBLEM

Administrators must understand how they are affected by legislation addressing vocational education. Title IX of the Education Amendment of 1972 declared sex discrimination in education illegal; Title II of the Education Amendments of 1976 includes provisions addressing the elimination of sex stereotyping and bias in all aspects of vocational educational programs.

The underlying problem has been the tendency of many occupations to be almost exclusively male or female. Sex stereotyping of jobs restricts opportunities of both sexes. Many employers are under pressure to hire women in traditionally male jobs, yet many women are not aware of these opportunities.

According to the U.S. Department of Labor, changes in family composition and role definition within families add to the necessity for women to make a "living wage." Other facts include:

1. Families headed by women have increased 100% since 1940.
2. The family model of the husband as the breadwinner, with the wife as a full- time homemaker, exists for only 34% of all husband-wife families.
3. More than 63% of working women either support themselves, their children, or contribute in an essential way to their family income.
4. Women, like men, are likely to spend a substantial proportion of their lives in the paid labor force.
5. Women consistently earn less than men at each educational level.[3]

Vocational education programs are designed to prepare students for the world of work. In meeting the Title IX and Title II legislative requirements, vocational educators have the opportunity to eliminate sex discrimination, stereotyping and bias in vocational education. The students will be the ones who benefit from the legislation as more of them realize the importance of equal access to all programs and preparation for well-paying employment.

THE RELEVANT LAWS

Title IX of Educational Amendments of 1972

Title IX protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Discrimination is prohibited in the following areas: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extra-curricular activities; and employment. All educational institutions must conduct self-evaluations of their compliance with Title IX.

Title II of the Educational Act of 1976.

Title II is the federal legislation regarding support of vocational education. Provisions related to the overcoming of sex discrimination and bias are incorporated within each of the three major categories.

[3]Hawaii State Department of Education, **Sourcebook for Equal Goals in Occupation** (Honolulu: Hawaii State Department of Education, 1979), pp. 51-54, citing United States Department of Labor.

The law specifies requirements which include: (1) the appointment of a full-time sex fairness coordinator whose duties are described in the law; (2) the representation of women's concerns of the State Advisory Council; (3) policies to eliminate sex bias as a part of the 5-year plan; (4) review of annual program plans for compliance with state policies regarding elimination of sex bias; and (5) evaluation of services provided to women.

Title II also gives provisions governing State use of funds. The State must spend funds for vocational education programs for displaced homemakers and for consumer and homemaking education programs to serve the needs of males and females. The State **may elect** to spend funds for support services for women, day care services for women, programs to overcome sex bias (research, exemplary and innovative programs, curriculum development), vocational guidance and counseling, vocational education personnel training, and grants to overcome sex bias.

The last set of provisions pertain to National Vocational Educational Programs.

A Comparison of Title IX and Title II

Title IX, 1972	Title II, 1976
Addresses sex discrimination	Addresses sex discriminstion and sex bias
Applies directly to local education agencies	Applies to state and federal vocational education programs
Specifies various forms of sex discrimination which are prohibited	Specifies actions to overcome bias and stereotyping - using federal monies
Prohibits specific policies, programs, and practices	Establishes a series of administrative requirements and options for state use of funds

Additional Legislation Affecting Vocational Education

In addition to understanding the intent of Title IX and having a good grasp of Title II of the Education Amendments of 1976, vocational educators also need to be aware of other legislation that addresses education and employment opportunities. The following are very brief overviews of the purpose of several federal laws and regulations concerning discrimination in education and employment:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin by all institutions receiving federal monies.

Title VII of the Civil Rights Act of 1964, as ammended by the Equal Employment Opportunity Act of 1972, prohibits discriminatory practices in terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.

Executive Order 11246, as amended by Executive Order 11375, prohibits employment discrimination on the basis of race, color, religion, national origin or sex by institutions or agencies with federal contracts of over $10,000. All contractors with contracts of $50,000 or more and 50 or more employees must have affirmative action plans.

Equal Pay Act of 1963, as amended by the Educational Amendments of 1972, prohibits sex discrimination in salaries and most fringe benefits.

Title VII and Title VIII of the Public Health Service Act, as amended, prohibits discrimination on the basis of sex in admissions and against some employees in health personnel training programs of institutions receiving federal monies.

National Labor Relations Act and Related Laws (1935) requires unions to bargain for the same working conditions, wages, hours, recruitment, seniority and promotion for women as for men.

Regulations of the Bureau of Apprenticeship and Training prohibits discrimination on the basis of race, creed, color, sex and national origin in selecting of participants and conducting of programs.

EVALUATION OF THE SCHOOL

The questions of access and admission can be reviewed from both the obvious and the subtle. Before beginning this planning process, needs should be identified and existing plans and practices should be evaluated. A careful evaluation will be extremely beneficial to the administrators, since they are responsible for improvement in the program

This section includes (1) questions to identify sex discrimination, (2) a form for evaluating action taken in the area of Title IX; (3) a list of scales which relate to nondiscrimination and sex equity; and, (4) a checklist to aid in assessing and promoting sex fairness.

IS THERE SEX DISCRIMINATION IN YOUR PROGRAM/SCHOOL?[4]

Sometimes illegal discrimination is not limited to examples on a printed page; it can sometimes exist in your own program or school. Identifying discrimination is the first step in correcting it. Some of the questions you might use to identify sex discrimination in vocational education and student employment practices in your program and/or school are listed below:

A. **The following questions apply to all vocational courses or programs:**

1. Are program completion requirements the same for all students?
2. Do course descriptions or catalogs make it clear that all courses are open to students of both sexes?
3. Are female and male students assigned to vocational education course sections or groupings on a coeducational basis?
4. Are classroom assignments and requirements made on the basis of interests or needs of students rather than on the basis of sex?
5. Are all students evaluated in the same way on course and classroom performance?
6. Do all counselors encourage all students to make course and personal decisions on the basis of their individual abilities, interests and values, rather than on the basis of sex?
7. Are on-the-job training assignments made without regard to the sex of the student?
8. Are all school listings of jobs or referrals of students to employers made without regard to sex?
9. Are all benefits (insurance, scholarships, awards) available to all students on an equal basis?
10. Are extra-curricular activities or school-sponsored events open equally to all students?

B. **The following questions apply only to Area Vocational Technicals Schools:**

1. Are admissions requirements to area vocational technical schools the same for all students?
2. Are all admissions decisions made without reference to any rule which considers the marital status or family status of males?
3. Are admissions forms or inquiries free from questions about the marital or family status of applicants?

[4]Kansas State Department of Education, **Expanding Student Options** (Topeka, Kansas: Kansas State Department of Education, 1979), pp. 8-9.

4. Are recruitment efforts of vocational education schools made without regard to sex?

If your answer to any of the questions is "no," your program/school may be in violation of Title IX. If you think this may be true, you need to begin to think of the actions which may be taken to correct the situation.

ASSESSING TITLE IX COMPLIANCE

Before starting to work on Title II, the administrator must evaluate compliance with Title IX. Title IX is the legal basis for Title II.

The following form is one way of evaluating action taken in the area of Title IX. Once action has been evaluated and problems have been identified, plans will be made to correct the problems.

Assessing Title IX Compliance[5]

LEA BASELINE CONDITION		LEA CHANGES	LEA AUDIENCE
Phase	Indicators		
I. No action	- violations of Title IX - No prior SEA interventions/ requests - no consideration of sex equity in state plans/ reports	- to insure paper compliance with Title IX - To provide basic information on problems of sex discrimination and sex bias - to create an awareness of the need for training of educational personnel to facilitate compliance and sex equity efforts	- administrators - governance members - Title IX coordinators
II. Paper Compliance	- completed procedural requirements - violations of Title IX - minimal SEA interventions/ requests	- to provide all education personnel with initial experiences in the recognition and correction of sex discrimination and sex bias - to provide all education personnel with basic skills for implementing sex equity efforts in their individual professional responsibilities	- all groups of education personnel - administrators teachers counselors physical educators vocational educators
III. Pocket Compliance	- fragmented activities - minimal allocation of staff/ financial resources - isolated individual efforts toward equity - isolated Title IX violations	- to review all policy and program documents to correct any sources of sex bias/discrimination and to insure inclusion of sex equity goals - to develop administrative policy and structures which can support continuing sex equity activities - to diffuse efforts toward equity throughout the district - to identify internal sex equity change agents and to build a support network for their continuing activities	- administrators governance members - administrators - all groups of education personnel - advocates and selected leaders
IV. Commitment and Operational Programs	- coordinated system-wide program - functioning systems of problem identification - functioning systems of reinforcement	- to insure continuing skills building opportunities for all education personnel - to increase individual skills and organizational capability for problem identification and solution - to maintain systems for communciation and reinforcement of progress	- administrators - Title IX coordinators - sex equity cadres (specialists)

[5] Adapted from "Diagnosing LEA Needs and Planning SEA Technical Assistance Efforts", Equity Workshop Project Council of Chief State School Officers, McCune & Matthews

HAVE YOU DONE THE FOLLOWING?[6]

On the following pages are a number of five-point scales which relate to administrators' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The midpoint of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirements for nondiscrimination in student access to courses. The far right point of the scale (5) indicates the kinds of measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping. Read each scale, decide where you think your program falls, and circle the number which best corresponds.

[6]Louise Vetter, Carolyn Burkhardt and Judith Sechler, **Vocational Education Sex Equity Strategies** (Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978), pp. 97-99.

	HAVE YOU DONE THE FOLLOWING?				
	1	2	3	4	5
1.	No action taken in this area		Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff?		Issued a policy directive on the implications of the Education Amendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development?
	1	2	3	4	5
2.	No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices and materials?		Asked staff, students and parents to submit information on instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination
	1	2	3	4	5
3.	No action taken in this area		Mandated compliance with Title IX provisions on access to vocational education courses/ programs through administrative directive?		Hold mandatory inservice training for all vocational education staff on procedures for providing sex equity in access to courses?
	1	2	3	4	5
4.	No action taken in this area		Reviewed policies governing access to vocational education and made modifications as necessary to ensure that they do not discriminate on the basis of sex?		Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to courses?
	1	2	3	4	5
5.	No action taken in this area		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

	1	2	3	4	5
6.	No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?
7.	No action taken in this area		Identified all vocational education courses/programs with enrollments of 80 percent or more of one sex and made sure that any such disproportionate enrollment is not caused by sex discrimination in counseling services?		Identified all courses/programs with enrollments of 65 percent or more of one sex and developed and implemented action plans for reducing those discrepancies in the numbers of males and females.
8.	No action taken in this area		Reviewed all vocational education courses and curriculum outlines and modified them as necessary to ensure nondiscrimination on the basis of sex?		Made curricular and programmatic changes, including provision of support services, which will ensure females and males entering and completing courses/programs nontraditional to their sex?

If your total equity score falls below 3, youmay need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under the Education Amendments of 1976.

Total equity score:_____

(Compute total for all scales and divide by 8.)

Reprinted from: Resource Center on Sex Rolls in Education, **Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Education and Legal Contexts** (Washington, D.C.: National Foundation for the Improvement of Education, October, 1977), unpaged.

EVALUATING SCHOOL ENVIRONMENT[7]

Overcoming the problems of sex stereotyping, sex bias, and discrimination requires efforts aimed at staff, students, materials, activities, and facilities. The following checklist will aid the administrator in assessing and promoting sex fairness. The checklist includes awards and honors, bulletin boards and displays, co-curricular activities, facilities, teaching materials, language, and textbooks.

Awards and Honors

Many schools recognize outstanding student accomplishments through awards and honors. To ensure that awards and honors are free from sex bias and in compliance with the spirit and intent of Title IX, the following check may be applied:

1. Does the title of the award or honor mention gender? (i.e. the Best Male Future Farmer)
2. Does qualification criteria favor male or female selection?
3. Is the generic "he" used to include both male and female when sex is not specified?
4. Are award ceremonies more elaborate in situations where one sex has traditionally been honored?

If the answer is "Yes" to any of the above, appropriate action should be considered.

Bulletin Boards and Displays

Bulletin boards, exhibits, and other displays may also reinforce sex biased attitudes and serve as a barrier to students who might be interested in an occupation nontraditional to their sex. Posters, illustrations from magazines, even cartoons, should be analyzed for messages of sex role stereotyping before being displayed.

Some questions that may be asked in order to assess the bias present in displays are:

1. Do bulletin boards and displays portray males and females in occupations nontraditional to their sex?
2. Is there a balanced representation of males and females?
3. Is equal access to programs stressed in bulletin boards and displays?
4. Is language used in the title or other written messages included in the display free of sex bias?
5. Are students encouraged to analyze displays for sex role stereotyping?
6. Are there illustrations of both women and men as administrators and leaders?
7. Are there illustrations of both men and women in nurturing roles?

[7]Hawaii State Department of Education, pp. 33-42.

Co-Curricular Activities

Sex bias and sex role stereotyping may also occur in the organization of co-curricular activities. Title IX of the Education Amendments of 1972 forbids separate offerings on the basis of sex of either course or educational activities. The following checklist may help discover pockets of sex role stereotyping:

1. Do sex segregated clubs, activities, and/or assemblies exist?
2. Are there any organizations with no female membership?
3. Are there any organizations with no male membership?
4. Are some organizations or student government offices traditionally or officially reserved for one sex?
5. Are any clubs or organizations dominated by one sex?
6. Is sex a criteria for participating in such activities as cheerleaders, hall monitors, office helpers, audio visual aids, etc.?

Facilities

The availability of all facilities to all students regardless of sex is another aspect of the environment that must be scrutinized. Both males and females must feel welcome in all classrooms and have equal access to all materials, supplies, and equipment. In some instances, affirmative action may have to be taken to introduce students to parts of the campus that have traditionally been dominated by males or females. The following checklist may provide analytical assistance in determining if sex role stereotyping or sex bias exists in the use of facilities:

1. Are general building facilities designated for one sex only?
2. Are certain facilities limited to use by one sex?
3. Do sex segregated organizations use school facilities?
4. Are buildings on campus named after only one sex?
5. Do necessary separate facilities exist on an equal basis?
6. Are both sexes provided fair and equal access to all facilities?
7. Is there equitable utilization of facilities, equipment, and instructional materials for all students regardless of sex?

If the answer to questions one through four is "Yes," and the answer to questions five through seven in "No," sex bias or discrimination may exist. Steps should be taken immediately to correct the problem.

Teaching Materials

Specific occupations and social roles may be defined in the teaching materials and language used by the instructor. The subtle stereotyping which takes place through illustrations, language, and film dialogue can indeed limit a student's perception of the total number of occupational options available.

Audio Visual Materials

1. Does the title have a male or female connotation?
2. Is narration by only one sex?
3. Are characters in the following roles predominantly male or female?

   independent - making decisions
   nurturing - giving care and being sensitive
   aggressive - dominating, competing, and leading
   subordinate - passive, following orders

4. In school settings are males engaged in math, science, sports, student government, and career preparation, while females are engaged in home economics and the arts? Are females preoccupied with appearance, marriage, and popularity?
5. Are males shown as competitors and females as cheerleaders?

Artwork

1. Is gender balance evident in drawings, photographs, and transparencies?
2. Have attempts been made to show men and women in a wide variety of professions and trades?
3. Are pastel colors and fuzzy-lined definitions used when illustrating females and strong colors and bold lines used when illustrating males?
4. Are males shown in the roles of executives, supervisors and leaders?

Language

1. Is the generic "he" used to include both males and females when sex is not specified?

   Example: "The doctor, he . . ."
   Suggestion: Eliminate "he" or state the doctor's name.

2. Is a universal male term used when the word is meant to include both sexes?

   Example: mankind or forefathers
   Suggestion: Use humankind or ancestors.

3. Is the male term consistently placed before the female term?

   Example: he and she; boys and girls
   Suggestion: Transpose.

4. Are occupational titles used where man is part of the job terminology?

   Example: businessman or chairman
   Suggestion: Use businessperson or chairperson.

5. When a woman or man holds a nontraditional job, is there an unnecessary focus on the person's sex?

   Example: the woman doctor; the male nurse
   Suggestion: Eliminate reference to sex.

Textbooks

Textbooks convey images of appropriate male and female behavior and provide norms and standards for how men, women, boys and girls should act. If a girl is to have learning experiences which develop a positive attitude of self-worth, she must see other females as having power, making significant contributions, and sharing in the jobs and sorrows of the events of past and present. At the same time, boys should be provided male role models in a wider variety of occupations and as contributors to family life.

Consider using the following checklist to evaluate textbooks for sex role stereotyping.

1. Do descriptions, depicitions, labels, or reports tend to demean, stereotype, or patronize females?
2. Are there approximately equal references to or illustrations of male and female characters?
3. Are mentally and physically active, creative, problem-solving roles divided evenly between male and female characters?
4. Are successes and failures in various roles evenly divided between males and females?
5. Do emotions such as fear, anger, aggression, excitement, or tenderness occur randomly among characters regardless of sex?
6. Are traditional activities engaged in by characters of one sex balanced by the presentation of nontraditional activities for characters of that sex?
7. Are women and men represented equally in professional or executive roles, vocations, or other gainful occupations?
8. Where lifestyle choices are discussed, are both males and females offered an equally wide range of aspirations?
9. Are the contributions to vocational education of women as well as men discussed?
10. Is sexually neutral language used whenever possible?

PLAN DEVELOPMENT PROCESS

Each year the local school is required to develop a plan which includes a minimum of the following items: policies and procedures, activities for staff and students, special grants, the name of the Title IX compliance officer, and the name of the person who will develop the accountability report. The school may choose to do more and to make a long-range plan. Suggestions are given here to aid the administrator in this plan development process. The process is shown on the flow chart on the following page and then explained in the text.

SELECT AND ORGANIZE PLAN DEVELOPMENT TEAM

The first stage is to select and organize the plan development team. The team will include the administrator, teachers, counselors, students, and the advisory committee. Consideration will be given to the selection of a chairperson and support persons. Provisions should be made for clerical help, equipment, supplies and release time. The team will review the evaluation that has been conducted and will review the roles of the following:

1. Policies and Procedures (review and revise).
2. Activities for staff.
3. Activities for students.
4. Name of Title IX Coordinator.
5. Name of Accountability Report Developer.
6. Special Grants
   a. Vocational Division, State Department of Education
   b. Women's Education Equity Act (WEEA).

REVIEW AND DEVELOP POLICIES AND PROCEDURES

The team will identify weaknesses and write recommendations for consideration. Needed resources include the Local Policy Handbook, the State Department policy, the **Guide for Development of a Local Plan**, and necessary sex equity information. Policies to be covered include student policies of admission, recruiting, course prerequisites, guidance and counseling, and staff policy concerning hiring, promoting and firing. The School Board is the policy-making group for any secondary or post-secondary system. Recommendations and suggestions should be presented to the Board for approval. See Appendixes A and B for Sample Plans.

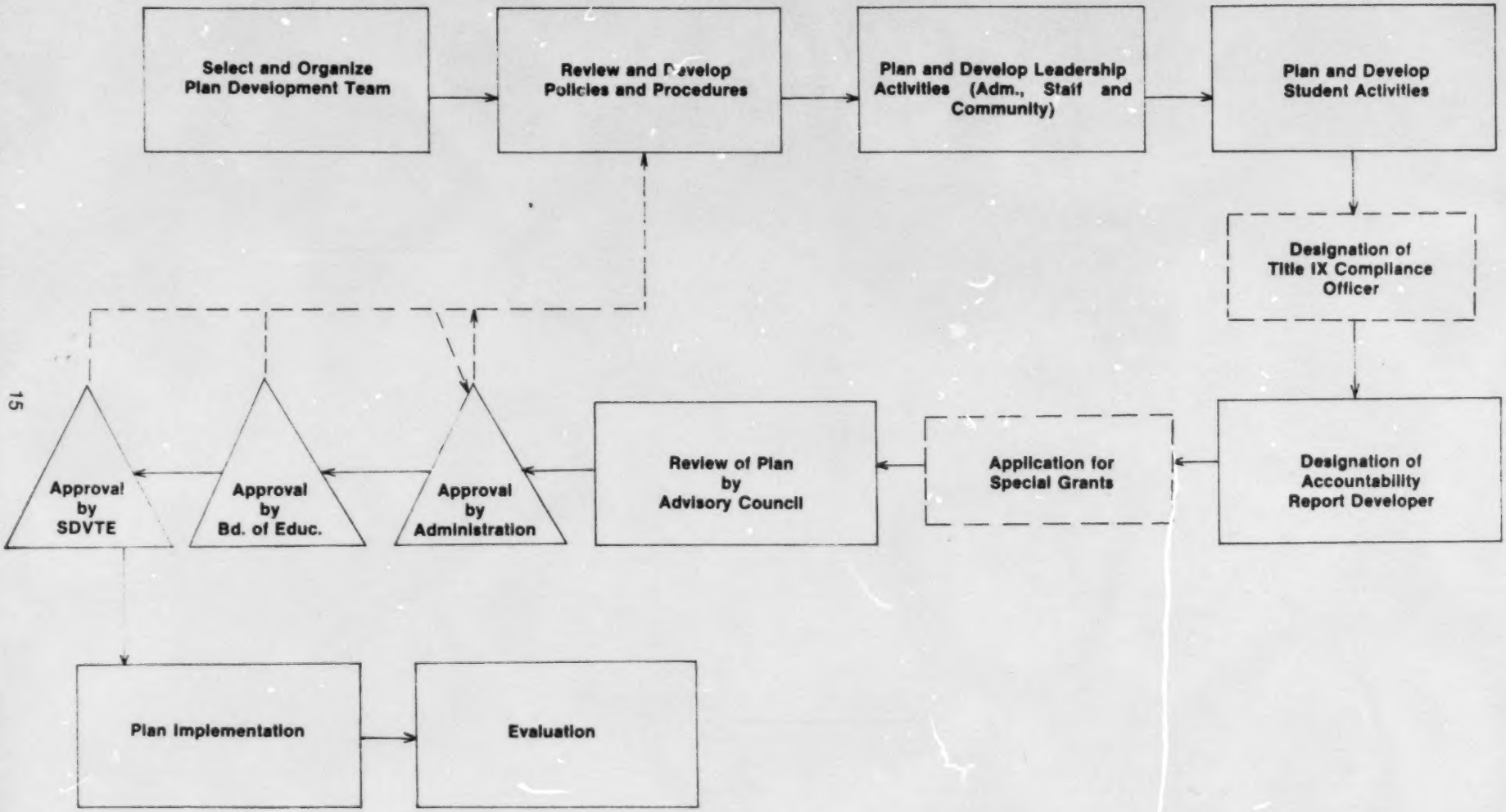
PLAN AND DEVELOP LEADERSHIP ACTIVITIES

The administrator will need to be an influencer, a person who works with others to accomplish change, in order to carry out the functions of the administrator.[9]

The methods selected will depend on what is comfortable and effective for each administrator. In order to achieve equal opportunities, activities should be planned for the LEA, the school board, the local director, the administrator, counselors, teachers, students, and the community.

[9]Louise Vetter, Carolyn Burkhardt, and Judith Sechler, **A Guide for Vocational Education Sex Equity Personnel** (Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978), p.7.

PLAN DEVELOPMENT PROCESS MODEL


Select and Organize Plan Development Team
Review and Develop Policies and Procedures
Plan and Develop Leadership Activities (Adm., Staff and Community)
Plan and Develop Student Activities
Designation of Title IX Compliance Officer
Designation of Accountability Report Developer
Application for Special Grants
Review of Plan by Advisory Council
Approval by Administration
Approval by Bd. of Educ.
Approval by SDVTE
Plan Implementation
Evaluation

Many people in the community have the power to affect the success or failure of a sex equity program. Some groups may oppose efforts while others are eager to give support. A carefully planned and implemented program can maximize the support of those who favor equal access while minimizing the efforts of those who are in opposition.[10]

The following pages include suggestions of responsibilities for the various groups. These activities will aid the administrator in involving all groups to achieve sex equity.

Suggested Role of Local School Administration and School Board in Implementing State and/or Local Plan[11]

1. Designate vocational education as a major priority in providing quality education for all students.
2. Demonstrate commitment to eliminate sex bias and sex role stereotyping by adopting appropriate policies and administrative directives.
3. Recruit and hire qualified teachers who are committed to the elimination of sex bias in vocational education.
4. Recruit and hire teachers of the opposite sex for traditionally one-sex dominated programs.
5. Recruit and hire qualified counselors with work experience outside the teaching field.
6. Require and provide release time for inservice training of vocational education staff and counselors. (Include in collective bargaining or negotiations agreement, if needed.)
7. Fund vocational teachers' salaries at a level that will attract qualified persons from business, industry, labor and agriculture.
8. Provide for personnel and resources for career education at all levels.
9. Monitor and implement high school class scheduling to allow access for all students to vocational education programs.
10. Adopt graduation requirements that allow for variance in career preparation.
11. Provide for adequate facilities, maintenance, equipment, instructional and resource materials for existing and projected vocational programs in order that both sexes will have an equal opportunity to participate.
12. Establish alternative high schools, GED, night high school, teenage parent programs, and classes for the handicapped and educationally disadvantaged to provide opportunity for those students to participate in vocational education classes.
13. Provide access to educational opportunities for displaced homemakers, single workers, and single heads of households for retraining and upgrading of job skills through GED, night high school classes, and day and night classes in vocational education.
14. Provide transportation for students to vocational classes and to programs not housed in home high school and for field trips to businesses and industries.

[10]JoAnn M. Steiger and Sue H. Schlesinger, **Fostering Sex Fairness in Vocational Education: Strategies for Administrators** (Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1979), pp. 19-20.

[11]Reprinted from Education Commission of the States, Equal Rights for Women in Education, **Model Policy Statement and Guidelines for Implementation: Vocational Education**, pp. 16-21.

15. Secure grants for exemplary and innovative programs related to the elimination of sex bias and sex role stereotyping.

16. Appoint women to school committees such as accountability, budget and curriculum development.

17. Provide effective liaison with community school patrons, business, industry, labor and agriculture. Secure cooperation by volunteers to serve on local vocational program advisory council, and assist with job placement. Provide use of facilities for instructional purposes, on-the-job training, work-study experience and the identification and development of new occupational programs.

18. Stimulate community awareness of the need for equal opportunities for both sexes through activities with service clubs, women's organizations, governmental agencies and other organized groups.

Suggestions to LEAs[12]

1. Review and compare the numbers of men and women in various positions using these variables: rank, salary, supplemental compensation and frequency of promotion.

2. Study the labor pool of qualified applicants for each position in the system to ensure that persons are selected for jobs in proportion to numbers of available persons of both sexes. Include in the pool persons employed in the LEA, unemployed but qualified people in the area, and graduating students from universities or colleges in the state.

3. Design an affirmative action program to remediate in the areas where representation of one sex has been absent. Include sections on these areas: recruitment, selection, transfer, referral, retention, dismissal procedures, and salary discrepancy adjustment.

4. Make certain that internships, other staff development opportunities or training, tuition grants, or compensation designed to prepare employees for promotion are made available equally to both sexes. (However, if one sex has been limited in the past, these opportunities may be designed to help eliminate the underrepresentation of that sex as part of an affirmative action plan.)

5. Issue a statement of affirmative action to employees and the community-at-large through newspapers, letters to employees, handbooks, statements of philosophy, etc., and application forms.

6. Publish policies, procedures, and criteria for job selection so that incomplete knowledge of jobs may not have differential effect on members on one sex.

7. Review job descriptions and qualifications and remove discriminatory criteria.

8. Remove from job application forms discriminatory questions concerning these:

   a. Marital Status (Miss or Mrs.).
   b. Number of children or other dependents.
   c. Head-of-household designation.

9. Publish salary schedules for both professional and nonprofessionsl positions.

10. Examine employer-sponsored activities including social and recreational programs for evidences of discrimination on the basis of sex. If inequity is found, take necessary steps to remedy the situation.

[12]Alabama State Department of Education, **Education Equity Model** (Montgomery: Alabama State Department of Education, n.d.), pp. 34-35.

11. Examine fringe benefits for discriminatory practices and make necessary changes, Include attention to the following:

    a. Equal retirement benefits for men and women.
    b. Leave time benefits.
    c. Insurance benefits, including pregnancy treated as a temporary disability.

Leadership Responsibilities of Local Vocational Administration[13]

1. Plan staff development meetings to:

    a. Assess attitudes
    b. Discuss labor market trends
    c. Explain laws on Title IX, Public Law 94-142 and Public Law 94-482
    d. Assess course content and textbooks for bias
    e. Involve staff in the effort and implementation.

2. Examine enrollment patterns to identify trends of male and females in order to ascertain areas of sex bias and sex role stereotyping.
3. Make efforts to employ instructors in fields that are considered nontraditional.
4. Employ vocational counselors of both sexes when possible.
5. Have instructors review and revise curriculum and materials to eliminate sex bias.
6. Revise and design brochures for all instructional areas to eliminate sex bias and sex role stereotyping.
7. Make efforts to employ instructors of the opposite sex for traditionally one-sex-dominated courses.
8. Allow students a voice in the planning and evaluation of vocational programs.
9. Identify potential employers in nontraditional roles.
10. Identify community people in nontraditional roles who would be willing to participate in programs.
11. Provide student access to all vocational programs through class scheduling coordination with academic programs at the high school.
12. Provide career fairs or career days to develop awareness of job opportunities in both traditional or nontraditional occupations.
13. Monitor student vocational organizations' activities to eliminate sex bias.
14. Supervise the elimination or revision of sex biased teaching and resources and counseling and testing materials.
15. Provide basic skill classes in English, bilingual, math and vocational skills.
16. Provide incentives for additional training of counselors and teachers.
17. Improve communication to feeder high schools to vocational centers or in relationship to academic program at home schools.

[13]Adapted from: Kansas State Department of Education, p. 17 and Education Commission of the States, Equal Rights for Women in Education, p. 17.

18. Develop cooperation with local businesses, industries, labor and agriculture by:
    - Appointing representatives to local program advisory committees and/or local advisory council
    - Developing cooperative agreements to use facilities as teaching areas
    - Gaining cooperation for placement of students in jobs, work-study experience and on-the-job training.
19. Involve broad-based community representation on local advisory program committees and on the local advisory council for vocational education. Include a balanced representation of both sexes.
20. Provide tours of vocational education classes for fifth and sixth grade, junior high and high school students.
21. Provide field trips for vocational education students to view business, industry and agriculture at work.
22. Develop cooperation with community human service agencies to assist students in remaining in or returning to school.
23. Develop a plan to monitor and evaluate all vocational education programs to determine compliance with state plan.
24. Develop and implement a local plan to eliminate sex bias and sex role stereotyping.
25. Provide for inservice training of vocational teachers, counselors, vocational staff, administrators and school board members.

Leadership Responsibilities of Counselors[14]

1. Replace or revise all sex role stereotyped informational materials.
2. Eliminate all sex biased testing materials for determining personality traits and aptitudes. Develop and use testing materials free from sex bias.
3. Search for and maintain the most recent available information for employment outlook.
4. Utilize data on employment patterns and projections to guide student choice without regard to sex role appropriations.
5. Take an active role in recruiting students for classes that in the past have been disproportionately populated.
6. Provide counseling services to students and parents concerning nontraditional career opportunities.
7. Conduct a recruiting program to provide students with information on:
    a. Current and future opportunities and earnings in the labor market;
    b. Reasons to consider nontraditional opportunities;
    c. Problems to be overcome in the pursuit of nontraditional opportunities; and
    d. Vocational preparatation needed, and available, in nontraditional fields.
8. Develop a new vocational brochure which assures the elimination of sex bias and sex role stereotyping.
9. Invite speakers from nontraditional occupations to speak to students.

[14]Kansas State Department of Education, p. 18.

10. Use resource persons who can provide information on job training for women and men in nontraditional areas.
11. Provide teachers, administrators, students and community with materials on career choices available to both sexes. Develop community resource centers.
12. Provide counseling services during school hours, after school, at night and in community centers for males, females and displaced homemakers.
13. Develop slide presentations and scripts for bias free programs offered in vocational education.

Leadership Responsibilities of Vocational Teachers[15]

A plan of action to be used in helping teachers provide equal access should be developed and included in the plan revision on the table provided. The activities listed in the plan should be **new** activities and not a duplication of past activities.

Objectives and activities should be developed to meet the needs of personnel in the district. However, an acceptable minimum number is one objective and two activities. Objectives and activities should be stated in measurable terms. See sample form on page 22.

The following are examples of staff activities that may serve as a basis during the development process:

1. Participate in inservice training for all teachers for vocational education in eliminating sex bias and sex role stereotyping.
2. Replace or revise sex biased classroom materials, textbooks, filmstrips, cassettes, charts, etc.
3. Develop positive teacher attitudes and behaviors toward both sexes in the utilization of instructional materials.
4. Develop up-to-date classroom resource materials that provide information on changing occupational roles of men and women.
5. Improve teaching skills through inservice training to meet the needs of both sexes.
6. Provide flexibility of entrance into vocational education classes, courses and programs.
7. Assist counselors with the development of career and job information to facilitate sex equity in vocational choices.
8. Assist with job placement for all students.
9. Encourage participation of both sexes in student organization activities, including leadership roles in traditionally one-sex-dominated chapters/clubs.
10. Recommend the procurement of modern, safety-tested equipment for instructional use with all students preparing for designated occupations.
11. Recommend that adequate facility space be allocated to meet the needs of the programs for all students enrolled.
12. Interact with business, industry, labor and agriculture to identify local employment needs, secure classroom resource persons to provide relevant job information and arrange field trips.

[15]Kansas State Department of Education, p. 19.

13. Include in the composition of a program advisory council representation of **both** sexes.
14. Use advisory council members to help implement new programs, facilitate equal opportunities and job placement and upgrade the equality of existing programs.
15. Develop demonstrations in vocational education programs for viewing by the community and by other students which reflect males and females in nontraditional job preparation.
16. Assist with the recruitment in hiring male teachers for female dominated classes and female teachers for male-dominated classes.
17. Secure research grants for innovative programs to eliminate sex bias and sex role stereotyping.

Responsibilities of Community Leaders[16]

1. Develop community awareness of vocational programs through demonstrations at shopping malls, service clubs, women's organizations and other community groups.
2. Involve business, industry, labor and agriculture representatives, school patrons, teachers, students, and community leaders in program development for sex equity and in the dissemination of information on sex equity in vocational education.
3. Use community groups to carry out seminars and conferences to develop awareness of sex bias and sex role stereotyping and present ways it can be eliminated.
4. Provide community involvement in eliminating sex bias in instructional vocational materials.
5. Develop a corps of volunteers to serve as guides for student and community tours of vocational facilities.
6. Utilize newspapers, radio and TV for coverage of existing programs and promotion of new programs. Stress equal opportunities for all students.
7. Secure male and female volunteers from business, labor, industry and agriculture to serve as resource persons for inservice training to staff, teachers and counselors.
8. Utilize male and female resource persons representing occupations to assist in class presentations.
9. Develop a task force on community involvement in vocational education. Involve students, teachers, parents, counselors, representatives of business, industry, labor, agriculture, and men and women in nontraditional jobs. Indentify goals of task force; i.e. create awareness, develop new programs, upgrade existing programs; secure job placement; secure research grants; and assist in obtaining resource materials.
10. Secure business, industry, labor and agriculture brochures, films and career information for use in instructional programs and resource centers with men and women in nontraditional occupations.
11. Utilize vocational facilities as a meeting place for clubs and organizations with programs designed to create awareness of opportunities in vocational education and the elimination of sex bias.

[16]Alabama State Department of Education, **Equal Opportunities in Vocational Education** (Montgomery: Division of Vocational Education, Alabama State Department of Education, 1978), p. 30.

ACTIVITIES FOR TEACHERS

Goal: To make available to staff members information that would aid in providing equal access to students.

OBJECTIVE	ACTIVITIES	TIMELINE	NAME OF PERSON RESPONSIBLE	OUTCOMES

PLAN AND DEVELOP STUDENT ACTIVITIES

A plan of action to be used in helping students understand equal access should be developed and included in the plan revision on the table provided. The activities listed in the plan should be **new** activities. See Sample form on page 24.

Activities should be developed to meet the needs of the district. However, an acceptable minimum number is **two objectives** and **two activities** with **one objective** and **one activity** in the area of guidance. The objectives and activities should be written in measurable terms.

The following examples may be used in developing plans but should not be a limiting factor:

Counseling

1. Peer counseling.
2. Design a vocational education brochure.
3. Conduct a career fair.
4. Utilize auditorium programs to discuss the range of situations underemployed/unemployed, single/married, childless/parent, traditional/nontraditional occupation.
5. Do consciousness raising activities to help students gain self-knowledge, set career/life goals.
6. Talk about job trends during next 5-10 years.
7. Publicize new career options.
8. Tour all vocational programs.

General

1. Utilize the **Guidelines for Sex-Fair Vocational Education Materials**. This could be used in your English classes.
2. Assembly programs.
3. Incorporate sex fair activities into lesson plans - role play, etc.
4. Encourage the participation of leadership activities within the student organizations that are nonbiased.
5. Conduct a poster contest.
6. Teach a special course to meet the needs of women.
7. Do displays in library, classroom, and other appropriate places.
8. Develop bumper stickers.
9. Newsletters.
10. Cartoon contest.
11. Handouts that create awareness of sex equity.
12. Show the audio visuals avialable from the sex equity office.

ACTIVITIES FOR STUDENTS

Goal: To provide activities to aid students in understanding equal access to vocational programs.

OBJECTIVES	ACTIVITIES	TIMELINE	NAME OF PERSON RESPONSIBLE	OUTCOMES

13. Use games as a means of exploring the effects of bias.
14. Tour industries and talk to nontraditional workers.
15. Have students prepare articles for the school newspaper.
16. Develop an activity using current events using newspaper articles, magazine articles, etc. showing biases and identifying nontraditional workers.

DESIGNATION OF TITLE IX COMPLIANCE OFFICER

Give the name, title and address of the Title IX Compliance Officer.

DESIGNATION OF ACCOUNTABILITY REPORT DEVELOPER

An annual accountability report of the activities that have been conducted during the year should be mailed to the state office. It would be desirable to include descriptions and items used or a part of the activities. Give the name, title, and address of the person who will write the report.

APPLICATION FOR SPECIAL GRANTS

Special grants should be considered to supplement the sex equity plan of action for your district. In most cases grants are awarded as a result of applications submitted on a competitive basis.

Many sources of funding exist. Consideration in developing the proposal should be given to the specific requirements of the funding agency. Two sources are (A) Vocational-Technical Division, State Department of Education and (B) The Women's Educational Equity Act.

A. Vocational-Technical Division, State Department of Education

A sample application for grants, along with the format for writing the proposal are found in Appendix C. Requests should be submitted along with the local plan, which is due in the Division of Vocational-Technical Education in the early spring each year.

Grants have been awarded by the Vocational-Technical Division in the past in areas such as the following:

1. Work with educators and women's groups in a certain geographical area to aid in developing and understanding of training programs being offered and career options available.
2. Develop materials that would be sex fair and to use the materials in a recruitment and community relations program.
3. Develop a videotape, slide presentation, brochure, and flier to use with students to create awareness that vocational education programs are open to both boys and girls.
4. Conduct a workshop for the elimination of sex bias in job training and in employment involving both educators and employers.
5. Provide a means of communicating with all vocational educators, teachers, and students in one school system information about sex equity and related issues by the use of newsletters.
6. Conduct a workshop for vocational counselors and administrators designed to create awareness of values and attitudes, as well as to recognize biased materials, counselors and teacher activities.

The following are some suggested topics that could be developed into projects:

1. Develop and print a directory for Mississippi of women and men in nontraditional jobs.
2. Develop a leadership training program for women in vocational education.
3. Develop audio visual materials dealing with individuals in nontraditional jobs.
4. Design and development of curricular and instructional materials free of sex stereotypes and sex bias.

5. Field trips for female and male students to visit places of business and industry to afford them a clear understanding of the nature of the work and work setting in which nontraditional jobs are performed.
6. Development of informational materials and techniques and preparation of a guide on how to recruit and train men and women in occupational training areas not traditional to their sex.
7. Development and dissemination of a statewide resource list of community and women's organizations, educational institutions, and federally funded projects that address the needs of women in vocational education.
8. Development and implementation of inservice training on vocational education for for local organizations concerned with the elimination of sex bias, sex stereotyping, and sex discrimination in vocational education and preparation of a guide on techniques used.
9. Development and implementation of a poser/bulletin board contest (Emphasis on sex fairness in vocational education) with students in vocational education clubs (i.e. VICA, DECA, FBLA, FHA, FFA, HOSA).
10. Development and dissemination of information on the support services that are available to students who want to enter nontraditional occupations.
11. Development and implementation of a strategy for changing sex biased and sex stereotyped attitudes of counselors, teachers, and administrators and preparation of a guide on technique(s) used.
12. Development and implementation of a placement strategy for women who have graduated from a nontraditional field and preparation of a guide on techinque(s) used.

B. Women's Education Equity Act

The Women's Education Equity Act (WEEA) was passed by Congress in 1974 with the goal of promoting educational equity for girls and women in the United States.

Under provisions of the Act, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of the law at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. Activities included are the development, evaluation, and dissemination of curricula, textbooks, and other materials related to educational equity; preservice and inservice training for educational personnel including guidance counselors, with special emphasis on programs and activities designed to provide educational equity; research, development, and educational activities designed to advance educational equity; guidance and counseling, including the development of nondiscriminatory tests designed to assure educational equity; educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; expansion and improvement of educational programs and activities for women in vocational education, career education, physical education and educational administration.

See Appendix D for reminders regarding applications, some paertinent sections of the regulation, and a sample form.

REVIEW OF PLAN BY ADVISORY COUNCIL

After all activities for providing equal access to all vocational programs have been planned and developed in final form, they are incorporated into the local plan and submitted to the local Advisory Council for review and/or recommendations.

APPROVAL OF PLAN

When the plan has been reviewed by the local Advisory Council, the approval process begins, first with the **local school administration** (superintendent or junior college president). Next, the **local board** (secondary or junior college) reviews and approves the plan and submits any recommendations they may have for changes. The final agency to approve the plan will be the **Division of Vocational-Technical Education** of the State Department of Education, through their designated person who functions as sex equity program officer. The plan at this stage is reviewed and approved or not approved according to a checklist of items which are required by law to provide equal access. Revisions may be required at this stage.

IMPLEMENTATION OF A PLAN

What can you do? The answers are limitless. Opportunities to promote sex equity are numerous. Each adiministrator will use resources available and will develop a suitable plan. It is important for each to view the functions of a administrator as: (1) an integral part of the overall educational service provided, (2) a personal responsibility, (3) a supportive measure in expanding opportunities for students, and (4) an opportunity to respond to labor's needs and societal concerns.[18]

Increasing sex fairness is the responsibility of many and will require the commitment of all. Some strategies for bringing about change are suggested by Ronald Havelock. These suggestions are appropriate ones for adoption by the administrator. [19]

1. Be committed to your cause - stress the need for change (in your case, the need for broader opportunities for women and men to grow and develop).
2. Be sensitive to process - think reasonably about steps that need to be followed to gain support for your cause and to reduce resistance to the changes you wish to see come about.
3. See the situation from the point of view of the existing system leadership not necessarily to accept that point of view, but to know when and how you can be an effective influencer.
4. Develop leadership for change among the people you are working with and the people you are serving - be an organizer who can infuse a feeling of common identity and purpose.
5. Be sensitive to the fact that you alone do not have the full range of skills to bring change about - form alliances with process helpers and linkers-teamwork, collaboration and utilization of both in side and outside resources are important aspects of change planning.
6. Cultivate a sense of timing and act strategically ;you may have to wait for the opportune moment.
7. Most people have difficulty in asking for help and in giving help - that's why people with skills in communicating and relationship-building are important change agents.
8. Be a network builder - each link established adds to the capacity for reaching out and pulling in relevant others to work collaboratively on problems.
9. Be persistent - build your own "expert" power, and look for allies and potential allies who can help create a "ripple" effect.
10. Be prepared to let others share the credit.

For a List of resources available for use in implementing sex fair activities, see Appendix C.

[18]Kansas Department of Education, p. 3

[19]Louise Vetter, Carolyn Burkhardt, and Judith Sechler, **A Guide for Vocational Education Sex Equity Personnel** (Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1978), pp. 15-16.

EVALUATION

The final step in the Plan Development Process Model is the evaluation, which should be a continuous process. The local plan may be strengthened by adding activities during the year and by a constant awareness of the need for new methods and activities which will serve to provide equal access to vocational education programs. As new activities are tried and found to be effective, these may be added to the plan for the following year. The evaluation process, which is the joint responsibility of both the administration and instructors, provides opportunities for determining strengths and weaknesses in the programs, as well as providing an avenue for continuous improvement in the area of removing sex bias and sex role stereotyping in vocational education. See Appendix F for suggested criteria for evaluation and measuring progress in removing sex bias.

APPENDICES

APPENDIX A

A Sample Plan for Secondary Schools

I. **Student Policies**

A. Admission Policy - Any student enrolled in the school district may apply for entrance into any vocational program if the following requirements are met:

1. Student should indicate an occupational choice based upon personal need and preference. This choice should be a matter of record which can be documented.

2. Student should be enrolled in the school system or accepted from another district in accordance with LEA policy.

3. Students must meet age requirements as designated by State Vocational Division regulations.

4. The maximum enrollment per class will be determined by the number of training stations available and by State Vocational Division limitations. Determination of the class make-up will be based upon the student's (1) being able to profit from the course, (2) meeting course requirements, and (3) demonstrating a desire to enter the program.

5. Prior conduct and attendance records will have a bearing on a student's eligibility for a vocational program.

6. Preferential choice for all programs of the vocational center will be given as follows:

First - Students previously enrolled
Second - Juniors
Third - Sophomores
Fourth - Seniors who desire a one year vocational course.

B. Recruiting Policy - The district vocational-technical center will recruit students for each program in the year prior to their enrollment. The target population for a two year program is the tenth grade class. It is strongly advised by the State Department of Education that a student be enrolled in the same course for both the first and second years of the program.

1. The person responsible for school programs within an attendance area will be the vocational guidance counselor.

   The person responsible for recruitment of the countywide vocational center will be the vocational guidance counselor assigned to that complex.

2. Each counselor will engage in large group guidance sessions for the purpose of program information presentations. After such group session, the counselor will hold individual guidance sessions with each student for the purpose of identifying the student's program preference.

   The methods used by the counselor at the Vocational Complex will be based on the above techniques with the aid of input from each inschool counselor.

3. Procedures to carry out the methods stated above will be as follows for each vocational counselor in the county school system:

   a. Each counselor will present to the student body of each school, at the appropriate grade level through the large group counseling techniques, the course offerings of both the vocational complex and the attendance area. In addition to the aforementioned information, they will present additional occupational and career information when applicable.

b. Those students indicating an interest in any field of vocational or technical training will be given assistance with educational planning through an individual approach.

c. Students will be aided in the career selection process through individual guidance sessions and formal testing.

d. Each counselor will seek to identify students for program recruitment based on their interest, aptitude and abilities.

4. Materials to be used to aid a student in making a career choice will be as follows:

a. Thurstone Interest Test
b. Purdue Peg Board - S.R.A.
c. Referrals and follow-ups made from teachers and committees
d. Past records, tests and work experience (if any)
e. Counsleor-made interview and rating scales
f. Study helps and information media available

C. Course Prerequisite Policy - Each student should be at the proper grade level for which the course or program is designed. Each student should have expressed an interest based on sound background information in regard to an occupational choice. Each student should exhibit an ability to master the particular skills necessary in the field of study. He or she should have the aptitude necessary to master particular skills and knowledge necessary for successful completion of the program.

1. One program for which we have a prerequisite requirement is Intensive Business and Office Training. We require students entering this program to have basic (or beginning) typing.

2. For the other vocational courses at the complex, we have a recommended list of beneficial background courses. Industrial Arts is a good background course for students enrolling in the Trade and Industrial areas. Higher Math is helpful for those students enrolling in Drafting, Metal Trades, Industrial Electricity, and Radio and TV Repair.

D. Guidance and Counseling Policy - Guidance services shall be available for every student in the district schools as required by the Defined Minimum Standards of the State Board of Education. These services shall include, at appropriate levels, assistance with educational planning, interpretation of test scores, occupational information, career information, study helps, help with home, school, and/or social concerns, or any questions the students or their parents may feel they would like to discuss with the counselor in the high schools and the principal or teachers in the elementary schools.

Materials or tests used for appraising or counseling students shall not be different for students on the basis of their sex. The use of materials shall not require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias.

Where the use of a counseling test or other instrument results in a substantially disproportionate number or classification, the administration and guidance counselors shall take such action as is necessary to assure that such disporportion is not the result of discrimination in the instrument or its application.

1. All vocational counselors will use large group guidance sessions, small group, and individual sessions. There will be group and individual testing and administering of counselor-made questionnaires and rate forms. In addition, they will aid students in job placement and will conduct surveys in relation to follow-up studies; they will counsel with regard to career information; they will help with home, school and/or social concerns; and they will arrange tours of vocational programs.

2. Special plans to insure the reduction of sex bias. The policies and procedures for this item may be found by referring to the Guidance Counselor's involvement under sections A, B, C, and D.

II. **Staff Policies**

A. Hiring

1. *Applications* - It is the responsibility of the Superintendent and the administrative assistants to select personnel for each school who will improve the overall quality of the schools. When a vacancy occurs in any school, the position will be filled by the most qualified person available. Applications for teaching positions can be obtained at any administrative office and shall be filed with the office of the Superintendent. Interviews are scheduled as vacancies occur. Recommendations are to be made by the supervising principals who recommend to the County Superintendent. The County Superintendent recommends all personnel to the Board of Education. The Board of Education is responsible for the employment of all personnel.

   All candidates shall be considered on the needs of the district and on the basis of their merits and qualifications. These shall be no discrimination or preferential treatment with regard to race, national origin, sex, religion, marital status, or present or former employment by the district. In each instance, the Superintendent and others playing a role in the selection shall seek to hire the best qualified person for the job.

2. *General Requirements* - It is the policy to employ and retrain qualified, certified, and competent personnel.

   The requirements of law and of the accrediting commission shall be the minimum standards. Pursuant to Section 6248-02 Mississippi code of 1942 as amended, no teacher holding a certificate of less than A classification shall be eligible to teach in the public schools of Mississippi after June 30, 1972. Provided, however, certain vocational and technical teachers certificates shall be considered equivalent to A and AA certificates and the existing State Board of Education rules and regulations on the issuance of these vocational and technical teachers certificates shall continue in force. In addition there shall be these standards:

   a. *Administrators* - All persons who are appointed to positions as general administrators, general supervisors, or school principals shall hold an AA certificate in the appropriate and endorsement area.

   b. *Classroom teachers* shall hold a Mississippi Class A certificate endorsed in their teaching field.

   c. *Vocational Teachers* shall meet the standards of the Southern Association and the Mississippi Accrediting Commission and maintain certificates appropriate to their teaching field.

      Personnel now in service or who come into the service and are deficient in the above shall move as rapidly as possible to remove the deficiency.

In addition, the dossier for each person employed must contain a completed application form, a transcript showing degrees and credits earned, and a health certificate.

3. *Recruitment of Applications* - It is the responsibility of the Superintendent, school principals, and supervisors to select for each school personnel who will improve the overall educational quality of the schools. When a vacancy occurs in any school, the position will be filled by the most qualified person available. Race of an applicant will only be considered when two applicants of different races are found to be equal in qualifications and certification. Race may be considered in selecting one of the two applicants where such consideration would improve the racial ratio of the faculty in the building to which the teacher is to be assigned.

4. *Validity Period for Applications* - Applicants will specify on the application the session of school for which they are applying.

   For the applicant to be considered for employment in subsequent sessions, the applicant must secure, complete, and file an updated application.

B. Promoting

When administrative and supervisory vacancies are being filled, all qualified applicants will be considered.

Vacancies in all administrative and supervisory positions will be posted with a job description, and employees are encouraged to apply. All employees qualified for promotions to administrative and supervisory positions will be considered, whether or not they have submitted an application.

C. Firing

1. *Method of Notification* - On or before April 1, the principal shall, or shall not, recommend reemployment of teachers under his/her supervision. If non-employment is recommended, the Superintendent shall so notify the teacher within seven (7) days of that desicion, or no later than April 8th. If the Superintendent does not approve the principal's recommendation of reemployment, the teacher shall be so notified within seven (7) days of that decision, or no later than April 8th. If the Superintendent and the principal recommend reemployment, but the Board declines the recommendation, the teacher shall be so notified no later than April 8th, or within seven (7) days of that decision.

2. Any notification of non-reemployment shall be sent by the superintendent or by registered mail, return receipt requested. Only the Board of Trustees (after a due process hearing) shall have the authority to terminate a contract. Professional employees other than substitutes or special substitutes who are not recommended for reemployment shall be entitled to a due process hearing before the Board of Turstees.

   When a teacher receives such notification(s), she/he, upon written request, has the following rights:

   a. To request and receive a written statement of the reason(s) he/she shall not be offered a new contract with facts supportive of those reasons, which statement shall be given at least five (5) days prior to any hearing.

   b. To request a **public** hearing before the Board within seven (7) days after receiving the notice.

c. To receive a fair and impartial hearing before the Board or hearing officer no less than five (5) days nor later than thirty (30) days from the date of receipt of the notice of her/his request for a hearing.

d. To be represented by legal counsel at his/her own expense.

Action of the Board **shall be final** if the teacher **does not request a hearing**.

Upon receipt of a hearing request, the Board shall set the time, place, and date of the hearing and inform the teacher by registered mail, return receipt requested.

The hearing shall be conducted under rules of the Board and shall insure due process of law and fairness to both parties. The Board shall provide for a complete and accurate record of the hearing to be transcribed. A copy of the hearing will be available to the teacher upon request and a fee not in excess of the reporter's fee will be charged for the copy. After completion of the hearing, the Board's decision shall be sent to the teacher, in writing, by the Board president within thirty (30) days if the hearing was conducted by a hearing officer and within (10) days if the hearing is initially conducted by the Board.

Within twenty (20) days of receipt of the decision, the teacher may appeal to the Chancery Court of the district under condition specified by the Mississippi School Code.

Following the action of the Chancery Court, the teacher may appeal to the Supreme Court.

APPENDIX B

A Sample Plan for Post-Secondary Schools

Statement of Assurance to Equal Access: The administration, counselors and teaching staff will assist students in making an informal and meaningful occupational choice without regards to sex. The choice will be made on expressed interest, aptitude, and ability. Expressed interest will be determined through the interview process. Aptitude will be determined through testing procedures. Ability will be determined thorugh tests, experience, and educational achievement. It should be understood that the student has the opportunity to make the final choice. Any policy or procedure found to have bias or sex stereotype overtones will be amended to eliminate the same.

A. Student Policies

1. The vocational counselor will carefully select education and occupational information that will assist students in making a meaningful and informed educational and occupational choice.
2. To satisfy admission requirements in the vocational department an applicant must be 18 years of age. An applicant under 18 years of age may be admitted if the individual has graduated from high school or completed the General Educational Development Test or has been referred by an appropriate agency including recommendations from responsible officials of the school last attended.
3. Applicants seeking admission to vocational programs must make application to the vocational department. Through the application process prospective students will be interviewed by the vocational counselor before enrolling in the department. As a result of this interview, a determination is made regarding further exploration of interest, aptitudes and educational abilities.
4. Admission is granted when it is felt that the applicant has the potential for succeeding in the program and that a realistic choice has been made.
5. Maximum class size is determined by (a) nature of the instructional program i.e. automotive mechanics; (b) laboratory size and equipment, i.e. number of work stations; and (c) student-teacher ratio established by accreditation agencies, clinical supervision, i.e. Practical Nurse.
6. Attendance records: Upon enrolling in a course, a student accepts an obligation to himself or herself and to the people of the district to fulfill the requirements of the course to the best of her or his ability. To meet this obligation, the student must make every effort to attend each meeting of the course. A student who misses a class will be fully responsible for all material covered and assignments made during his or her absence. The instructor will take roll at each class meeting and will maintain an attendance record on each student.

B. Recruiting

1. Recruiting is the major concern of all counselors in the Student Services division.
2. The influence of the instructors and former students is a prime factor in the recruiting effort.
3. The methods used in recruiting are as follows: radio and television, newspapers, civic club visitation, visitation to all high schools in district on regular basis, college days, and career days at high schools.
4. The materials used in recruiting are college catalogs, brochures, and slide presentations.

C. Course Prerequisite

The following prerequisites must be met for acceptance into each specific area:

1. Health Occupations Programs

   (a) Application and physical examination
   (b) Standardized and/or Institutional testing
   (c) Orientation and pre-registration
   (d) Admissions committee selection

2. Regular Vocational Programs

   (a) Application
   (b) Institutional testing
   (c) Orientation and pre-registration
   (d) 18 years of age (unless drop-out with approval of school official and parent)

3. Technical Programs

   (a) Application
   (b) Institutional testing
   (c) Orientation and pre-registration
   (d) High school transcript
   (e) ACT scores

D. Guidance and Counseling

Vocational guidance facilities are located in the vocational administration area and convenient to all vocational students.

The vocational counselor is a member of the College Guidance and Admission Committee. The counselor will seek current information from this committee about making the student education and training more effective and productive.

Monthly written reports will be made to the director in reference to the number of individual counseling sessions, interviews, visitations to industry, high schools and other specific services by the vocational counselor.

The basic goal of the vocational counselor is to assist students to obtain maximum development of his/her potentialities and to arrive at decisions which will further their progress. These decisions most frequently involve one or more of the following: vocational and occupational choice, selection of educational goals, and matters of a social-personal nature which affect the decision making process and development of the student's potentialities.

The vocational counselor seeks to achieve this goal by providing direct services to the student through:

1. Individual counseling interviews.
2. Group counseling sessions with students when appropriate.
3. Providing the student with occupational and educational information.
4. Referral of the student to other college faculty and other college resources for specialized assistance.
5. Referral of the student to community resources when appropriate.

The vocational department will encourage the recruitment of female students in all echelons of vocational and technical education. The vocational counselor will attempt to maintain a fair and balanced attitude toward all students that apply for entry and will actively seek out and enlist women into traditional vocational and technical

courses that are highly male oriented. The department has no sex bias and strives to avoid sex stereotyping by giving each student, male or female, information on the complete scope of what the college has to offer. Counseling efforts will be made to acquaint students of either sex with opportunities available in all vocational and technical courses.

Staff Policy

A. Hiring: Any person making application for a staff position will be considered solely on the basis of qualifications for the position, and not on the basis of sex, race, or religion.

1. Applications - We presently fill staff/faculty vacancies through receipt and processing of unsolicited applications as well as through communication with those Mississippi colleges and universities which offer training in the areas in which the vacancies occur.

   In addition to these more traditional means of seeking employment, the following procedures will be implemented to receive a greater number of applications:

   a. The faculty file maintained by the Board of Trustees of State Institutions of Higher Learning will be consulted. This file consists of faculty who have made applications for employment at institutions of higher learning in the State of Mississippi.

   b. Projected vacancies will be given to the Mississippi Employment Security Commission.

   c. Vacancy announcements will be sent to predominantly black junior colleges as well as to all colleges and universities.

   d. Advertisements will be placed in newspapers that we accept on a continuing basis applications in all teaching fields. These ads will be placed during the months of December, February, and April of each year.

   e. The President of the College will issue a memorandum to all faculty advising them to encourage minority applicants whom they meet at conferences, conventions, and workshops to file applications for employment so that they may be considered for positions when vacancies occur.

   f. All written communications used as recruiting efforts will specify that we are an "equal opportunity employer."

Although no percentage figure and timetables are given for the employment of minority races in non-faculty positions, by active recruitment and expansion of the pool of applicants, we will make every effort to bring the percentage of non-faculty minority members within the percentage of those in faculty positions.

Files shall include: Application for Employment, Employee Information Form, Salary Record and transcripts, contracts, and job description, as appropriate.

2. General Requirements - The following procedure will be following in hiring someone to fill a staff/faculty vacancy:

   a. The appropriate department should consider every application referred to them. From these applications, the department chairperson, and an officer responsible for hiring, using the criteria of SOME POINTS TO CONSIDER IN SELECTING EMPLOYEES, will select approximately four people to be invited to the campus for an interview. Before being invited to the campus for an interview, the applicant must have transcripts of all graduate work (if applicable) and three letters of recommendation on file in the Personnel Department.

b. When a person is being interviewed, the principal interviewers will have one copy of the Guidelines for Interview, which should be completed by the first interviewer and one copy completed by each additional interviewer, for each applicant interviewed. During the interview, the applicant should be informed of the exact position open and the duties and responsibilities of this position. In addition, the applicant should be made aware of the policies of our school and the resources available to accomplish institutional, curriculum, and course objectives. The applicant should then be informed that other people are being interviewed and that the person selected for the position will be notified by the President or the Personnel Department. The applicant selected to fill the position will need to complete forms for fringe benefits and other conditions for employment with the Personnel Department.

The following are general criteria to be considered in selecting new employees:

1. Professional Preparation
   a. Highest earned degree
   b. Formal credit earned beyond highest degree
   c. Other professional level training
   d. Current studies
2. Experience
   a. Years of overall experience in education
   b. Years of management level responsibility
   c. Experience qualifications in lieu of earned degree
   d. Industrial work experience (work experience in other than an educational environment)
3. Professional Society Activities
   a. Membership held
   b. Offices held
   c. Participatory services rendered (committee work, etc.)
   d. Presentations made
4. Awards and Recognitions
   a. Related to the Professional field
   b. Other than professional services
5. Achievements
   a. Notable accomplishments in education
   b. Accomplishments which illustrate a progressive and innovative attitude
6. References

   Letters from at least three qualified references who can speak from first-hand knowledge about the applicant's qualifications, abilities, experience, and accomplishments.

3. Recrutiment of applicants: Recruiting is necessary if well-qualified people are to be found for each job in the college. Recruiting will include minority and female recruiting sources.

Procedures and Responsibilities:

a. When a letter of inquiry concerning employment is received at the college, it will be answered by the Personnel Clerk. If a vacancy does not exist in the area of employment specified by the letter, the Personnel Clerk will enclose an application for employment form with the reply. If a vacancy does exist, the Personnel Clerk will send an application form, together with a job description and the job requirements.

   An application for employment form must be completed and submitted to the college before an individual will be considered for employment by the college.

b. When vacancies exist or are projected to exist, a review will be made of all active applications within the specified area of employment. In the event that active applications fail to provide a broad selection of qualified applicants, the college will actively solicit additional applications.

c. Recruiting will be conducted in areas that will provide minority member and/or female applications.

d. A record will be made of each interview conducted to fill a vacancy in the college. An explanation will be given in writing for failure to interview any applicant.

e. Validity period for applications - Applications submitted by professional personnel will remain active for one year; applications for non-professional positions will be retained six months.

4. Promotion:

   a. Position announcement: When vacancies occur, interested persons will need to apply. Informal notices of vacancies appear in a faculty newsletter.

   b. General requirements: Promotions from within the institution will be made possible. Promotions should be made on the basis of actual performance or promotion potential. Applications made at the time of the vacancy will be considered along with other active applications on file at the time of the vacancy.

5. Firing:

   a. Method of notification: During the first year of a faculty member's employment, he or she is considered on probationary status. If a faculty member's contract is not to be renewed after one year, she or he will be notified in wiriting by March 1.

      After the first year of a faculty member's employment, when his or her behavior and/or performance of duties is considered not to be in our best interest, a warning letter will be issued from the Office of the Academic Dean, followed by a conference with the Department Chairperson, Division Chairperson, and Academic Dean in regard to the faculty member's deficiencies with recommendations being made with time limits for removal of said deficiencies.

   b. Time frame: A faculty member has a one year's probation status. She or he will be notified by March 1 of the current year if his or her contract is not to be renewed.

   c. Hearing procedure: When the administration considers that a faculty member has not removed her or his deficiencies, the case will be given to a Faculty

Committee.** This Faculty Committee will make a recommendation to the Administrative Committee.*** If the Administrative Committee then recommends non-renewal of the contract, the faculty member may request a hearing before the Administrative Committee within one week after the notification of non-renewal of the contract. This notification will be made in writing from the Office of the President by March 1 of the current year. Within one week after the conclusion of the Administrative hearing, if the faculty member so desires, a hearing before the Board of Trustees may be requested. However, in cases of violation of statutory law, the President may issue a suspension during the implementation of the above due process proceedings.

** An ad hoc committee of five faculty members will be selected by the President for each case.

*** President, Academic Dean, Division Chairperson, Department Chairperson

APPENDIX C

Application for Vocational Education Program To Reduce Sex Bias

For Fiscal Year Beginning July 1, 19____ and Ending June 30, 19____

FROM: _____
County Unit, Cons. Dist., Sep. Dist., Junior College, etc.

County _____

Address _____

TO: Mississippi State Vocational Board
P.O. Box 771
Jackson, Mississippi 39205

We hereby submit this application and the attached budget for a special program to aid in the reduction of sex bias in the amount of $_____

The applicant gives assurance that this program will be conducted according to all requirements of the State Plan for Vocational Education pertaining thereto.

The following information is submitted as a supplement to the Application for Local Vocational Education Programs:

1. List the school districts being served by the special program. Give the organizational structure of the consortium.
2. Submit a listing of the local advisory committee for the special program.
3. Give an itemized budget.
4. Give a detailed description of the special program. Since the program will be judged by the narrative description, it is important to describe in detail the following items: activities planned for each stage; program objectives stated in clear, concise, measurable terms; time schedule of major activities; and selfevaluation—information on the design and procedure should give the assessment to be made.
5. Submit detailed qualifications of the staff proposed for the special program.

SUBMITTED BY: _____ DATE _____
Supt., Pres., or Authorized Rep.

_____ DATE _____
(State Supervisor

RECOMMENDED BY: _____ DATE _____
(State Suervisor

_____ DATE _____
(Assistant Director, Vocational Education

APPROVED BY: _____ DATE _____
State Director

Proposal Format

Each submitter will be required to adhere to the following descriptive proposal format:

1. *Signature and Title Page. The top of the page should contain the official proposal title and and necessary subtitle. The name and location of the agency or institution submitting the proposal should be typed in the center of the page. The bottom portion of the page should contain the necessary names, titles and signatures.*

2. **Abstract**. The abstract should provide a brief, concise summary of the project. It should be written in such a manner as to provide all essential information needed to understand the general dimensions of the project.

3. *Narrative Description and Project Rationale*. Since the merits of the proposal will be judged by the narrative description, it is importatn that this section contain all information necessary to permit an effective review. It should describe the project in sufficient detail to enable the reviewers to know what is planned at every stage, and to make a tentative judgment as to the probable success of the proposed effort. Although the basic need or rationale for the proposed project is pre-established through the RFP, the proposal developer should describe the project rationale in terms of project design, educational and practical significance, and efficient and economic operation.

4. *Objectives and Procedures*. The objectives of the project shall be stated in clear, concise, measurable terms. Procedures to be used in conducting th eproject shall be described in detail in sequential order. Any significant information that might help a reader understand the procedure to be used in conducting hte project should be included; however, charts, graphs, and lengthy details may be placed in the appendix.

5. *Management Plan (including time schedule of activites)*. This section should contain clear, descriptive information on the management of project activities including a detailed time schedule of major events or activities. This time schedule should reflect careful and realistic planning. Flow charts or diagrams may be of benefit in this section.

6. *Expected Outcomes*. Fully describe expected outcomes of the project in terms of objectives wich will be accomplished and population(s) affected or served.

7. *Qualifications of Staff and Institution/Agency*. This section should contain any special or unique qualifications which the applicant believes project personnel possess which would meet the needs of prospective participants and/or the objectives of the project. Information should also be included about facilities and equipment available which relate directly to the efficient and successful operation of the proposed project.

8. *Itemized Budget (including local contribution and budget notes)*. An itemized budget shall be developed for each proposal. Detailed budget notes explaining individual salaries, fringe benefit percentages and amounts, travel allowances and amounts, etc., will also be required. Institutions or agencies shall not claim indirect (overhead) costs as a part of proposed budgets.

9. *Evaluation Procedures*. Each contractor will be required to conduct a self-evaluation as a part of the over all project or program. In this section, the proposal development shall describe in detail the evaluation design on procedures, data to be collected, and questions or judgment to be answered regarding the project activity. The proposal objectives should

be utilized as standards for evaluating the success of the project or program. The evaluation design or procedures should be described in sufficient detail to communicate what assessments will be made, the specific groups to be studied, and the overall process to be utilized.

(Project or program monitoring and evaluation will also be conducted by staff members of the Research/Curriculum Unit and the Vocational-Technical Division of the State Department of Education.)

10. *Reporting and Product Delivery Procedures.* The proposal developer is to utilize this section of the proposal for describing assurances that interim and final reports will provide a complete and concise account of activities and results of the project or program. A description of the product to be delivered should also be included in this section. Negotiation and agreement of content and quality of the final product will take place upon award of subcontract for project or program.

11. *Assurances.* In this section the applicant will develop assurances that the regulations, policies, guidelines, and requirements of federal legislation dealing with discrimination on the basis of race, color, religion, sex, national origin, age or handicap will be complied with in carrying out the project.

APPENDIX D

Application Requirements

Following is a list of reminders regarding application requirements for **Small and General Grant Applications**:

1. An application must be filed in response to a Notice of Closing Date.
2. Applications must be sent or delivered to the Application Control Center (ACC), not to the Women's Program Staff (Grant and Procurement Management Division, Application Control Center, Room 5673, ROB-3, 400 Maryland Ave., SW, Washington, D.C. 20202.) Interpretations of the closing date are not made by this office, but by ACC which enforces the Closing Date.
3. The regulations provide that lengthy appendices will not be reviewed. The Women's Program Staff requests that they not be submitted and thus save you money and us the task of separating them from the application document, so that it can be filed and circulated for review.
4. The application form specifies an original signed application and **two** (2) **copies**. Failure to send copise causes delays and excessive time before applications can be processed and reviewed.
5. The regulation requires that local educational agencies send a copy of each application to the State educational agency and that the application sent to us include a dated letter of transmittal. (See §160f.8(e)) Only those applicants defined as local educational agencies in §160f.2 must comply.
6. On the basis of previous reviews of applications, the following suggestions are offered to facilitate processing, filing and circulation for review by readers.
   a. It is undersirable to use notebooks, binders, or fancy covers for applications. You will save money and the Office of Education will save the time required to remove them for filing.
   b. Please use regular size paper (8 × 10½ or 8½ × 11) and average typewritten print. Legal size paper or print reduced to one-half size are very difficult to file and to read.
   c. Please observe margins.

Pertinent Sections of the Regulation

All applications for assistance under the Women's Educational Equity Act (WEEA) should note the following pertinent sections of the regulations:

§160f.1(d) Participation by men. Men cannot be excluded from project staffs or from the training, validation, or any other activities funded by WEEA simply on the basis of their sex.

§160.2 Definition of capacity building or the development of model programs and products. this definition makes it explicit that a project must have as its primary goal the **development** of model programs and products to be used by those **other** than the award recipient. Projects do not meet this requirement if their primary goal is to provide services or benefits to particular organizations, agencies, or individuals. This definition should be reviewed very carefully in conjunction with the WEEA capacity building requirement specified in §160f.3(b).

§160f.d(d) Diverse approaches to educational equity. This section states the requirements for a grant application which focuses on a specific population group or groups based on race, ethnic origin, age, socioeconomic status, or residence.

§160f.5(b) and (d) Applications for multi-year projects and those for continuation awards. Specifications are described for those applicants with multi-year projects.

§160f.8 Application, proposal, and project requirements. Requirements for contracts and grants (both general and small) are outlined. This section specifies the requirements that applicants must meet before they are evaluated and, therefore, should be distinguished from §160f.10 which specifies the evaluation criteria used to review applications.

§160f.10 General evaluation criteria for grants. (both general and small grants) All of the criteria presented in this section are important. Based on last year's experience, however, the most common weaknesses in applications stemmed from the negligence of adequately addressing the following: §160f.10(a)(2)(ii) on population group(s); §160f.10 (a) (2) (iii) on validation procedures and approcahes for dissemination; and §160f.10(a)(3)(ii) on evaluation.

§160f.13 Small grant awards. Since small grants differ slightly from general grants, there is additional information for small grant applications.

§160f.15 Allowable costs. Important items are paragraphs (c) on payments for participation in validation of materials and programs and (d) on indirect costs.

OMB Approval No. 29-R0218

FEDERAL ASSISTANCE

SECTION I—APPLICANT/RECIPIENT DATA

1. TYPE OF ACTION (Mark appropriate box)
- ☐ PREAPPLICATION
- ☒ APPLICATION
- ☐ NOTIFICATION OF INTENT (Opt.)
- ☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER:
b. DATE (Year month day) 19

3. STATE APPLICATION IDENTIFIER
a. NUMBER:
b. DATE ASSIGNED (Year month day) 19

Leave Blank

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name :
b. Organization Unit :
c. Street/P.O. Box :
d. City :
e. County :
f. State :
g. ZIP Code:
h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog)
a. NUMBER 13.565
b. TITLE Women's Educational Equity Act Program

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A–State; B–Interstate; C–Substate District; D–County; E–City; F–School District; G–Special Purpose District; H–Community Action Agency; I–Higher Educational Institution; J–Indian Tribe; K–Other (Specify):
Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A–Basic Grant; B–Supplemental Grant; C–Loan; D–Insurance; E–Other
Enter appropriate letter(s) A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A–New; B–Renewal; C–Revision; D–Continuation; E–Augmentation
Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT
b. PROJECT

15. TYPE OF CHANGE (For 15c or 15e)
A–Increase Dollars; B–Decrease Dollars; C–Increase Duration; D–Decrease Duration; E–Cancellation; F–Other (Specify):
Enter appropriate letter(s) ☐☐☐

16. PROJECT START DATE (Year month day) 19

17. PROJECT DURATION (Months)

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ (Year month day) 19

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)
U. S. Office of Education, Application Control Center, Washington, D. C. 20202

21. REMARKS ADDED ☐ Yes ☐ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No responses	Responses attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
b. SIGNATURE
c. DATE SIGNED (Year month day) 19

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED (Year month day) 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. DEFERRED
- ☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ (Year month day) 19

34. STARTING DATE (Year month day) 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE (Year month day) 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part I, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

424-101 (OE Form 436-1, 2/77) G5

STANDARD FORM 424 PAGE 1 (10-70)
Prescribed by GSA, Federal Management Circular 74-7

APPENDIX E

Sex Equity Resources

The following items are available on a free loan basis from the sex equity office in the Vocational-Technical Division. To schedule the materials, please write us at P.O. Box 771, Jackson, MS 39205 or call (601) 354-6805.

Books

Fasteau, Marc Feigen. **The Male Machine**, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020, 1974.

Foxworth, Jo. **Boss Lady**, Thomas Y. Crowell, Publishers, 10 East 53rd Street, New York, NY 10022, 1978.

French, Marilyn. **The Women's Room**, Jove Publications, Inc., 757 Third Avenue, New York, NY 10017, 1978.

Goldberg, Herb, Ph.D. **THE HAZARDS OF BEING MALE Surviving the Myth of Masculine Privilege**, The New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019, 1976.

Hennig, Margaret and Jardim, Anne. **The Managerial Women**, Anchor Press/Doubleday, Garden City, New York, 1977.

Kammeyer, Kenneth C.W. **CONFRONTING THE ISSUES Sex Roles, Marriage, and the Family**, Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210, 1075.

Molloy, John T. **The Woman's Dress for Success Book**, Follett Publishing Company, Chicago, IL, 1977.

Ms.. Foundation, Inc. **Free to be You and Me**, McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, NY 10020, 1974.

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Films and Filmstrips

Cinderella is Dead

National Education Association, Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

Filmstrip and record

8th grade--adult

Presents basic labor statistics and facts regarding women in the labor force, demonstrating how nine tenths of all females will work some time during their lives, many out of economic necessity. Ends with a discussion of the legislation and institutional changes which have been implemented to reduce sex discrimination.

The Fable of He and She
Learning Corporation of America, 460 W. Diversey, Chicago, IL 60639.
Film
10:57 minutes
5--12 grade
Film is a light, entertaining animation of the masculine handybars and the feminine mushamels who are separated from each other and have to expand their sex roles in order to survive. When the threat no longer exists, they continue to live according to their expanded roles. Creates an awareness of sex roles within the family and society.

Hey, What are Your Plans for the Next 60 Years?
Verheyden and Associates, 3747 Huntington Street, NW, Washington, DC
15 minutes
Slides and audio cassette
Slide presentation raises questions about your plans for the rest of your life, tells about some new jobs that are opening up for women and men, suggests some reasons why it is a good idea to try something new, talks about how changes in work have brought some changes to family and social workers, and how people may feel about those changes.

I'm Glad I'm a She, I'm Glad I'm a He
North Carolina Dept. of Public Instruction, Room 352, Education Bldg., Raleigh, NC 27611
Filmstrip and audio cassette
Junior and senior high
Demonstrates how both men and women are damaged by restricted sex roles, and how they should be free to be themselves without being limited by sex roles.

Other Women, Other Work
Churchill Films, 662 N. Robertson Blve., Los Angeles, CA 90069
20 minutes
Junior and senior high
The film portrays women enjoying their work in traditionally male professions. Gives awareness of additional options available for women who work. Could be included in a unit on careers.

Sex Stereotyping--Parts I and II
National Education Association, Publications Order Department, Adademic Bldg., Saw Mill Road, West Haven, CT 06516
Filmstrip and record
8th grade--adult
Explains that ascribed sex traits and sex stereotypes do not reflect today's reality. Shows how stereotypes are perpetuated via the school and its personnel, by parents and other institutions. Ends with what you can do to combat sex stereotyping. An easy to follow filmstrip.

When I Grow Up
East Central Curriculum Management Center at the Illinois Office of Education, 100 N. First Street, E-426, Springfield, IL 62777
16mm film
20 minutes
Short sequences show examples of sex role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared toward all adults involved in any aspect of the education of students. A discussion guide accompanies the film.

Breakout
Texas Educational Agency, Office of Sex Equity, Austin, TX 87701
Video cassette
30 minutes
Presents the viewpoint of several women who are employed in non-traditional jobs.

American Man: Tradition and Change
Butterick Publishing, 161 Sixth Avenue, New York, NY 10013
Filmstrips and audio cassettes
High school
Shows how men have traditionally been trained to repress emotion, suffer in silence and not ask for help, and how these unfair expectations are slowly changing. Discusses how men and women have reversed roles in some cases and how women's liberation may mean men's liberation.

Non-Traditional Careers for Women
Pathescope Educational Media, Inc., 71 Weyman Avenue, New Rochell, NY 10802
Filmstrips and audio cassettes
26 minutes
Junior and senior high schools
This unit contains two sound filmstrips designed to introduce junior and senior high school students and adults to non-traditional careers for women. Part I briefly reviews the history of women's role in the U.S. job market from the 1800's to the present. Part II focuses on particular women working in nontraditional careers, opportunities for training, and the diverse job market for women. This unit has a 21-page Teacher's Manual.

Sex Equity in Career Opportunities
California State Department of Education, Project SEE, State Educational Building, 721 Capitol Mall, Sacramento, CA 95814
Slides and audio cassette, 12 minutes
4-12 grade
The presentation explains the effect of Title IX on student aspirations and opportunities, sex equity, and stereotyping. It emphasizes how important it is for all students to make career choices based on interests and abilities rather than on existing traditions, cultural influences, and stereotypical behaviors. It also emphasizes the role of all educators, parents, and community members in helping make students aware of multiple career options and supporting students in traditional as well as nontraditional career choices. The presentation was developed to accompany a booklet entitled **Try It; You'll Like It!**--a student's introduction to nonsexist vocational education. The booklet contains thoughts, information, and questions designed to help students explore new, nontraditional opportunities.

Expanded Roles in a Changing World
Project MOVE, NG 230, MVR Hall, Cornell University, Ithaca, NY 14853
Filmstrip and audio cassette
8 minutes
Demonstrates how sex role stereotyping limits people with respect to changing family and work force roles.

The Women's Prejudice Film----------Available from MS State University, R/CU
Sandler Institutional Films, Inc., 1001, N. Poinsettia Place, Hollywood, CA 90046
Film
Upper elementary, high school, college, and adult
18 minutes
Many myths and cliches are explored in this semi-documentary approach to contemporary life styles of women. Alternative viewpoints are presented which stimulate the viewer to reappraise his or her current attitude concerning the equality of roles among women and men.

Some evidence is presented to indicate that women today comprise at least one third of the nation's work force. More and more jobs which traditionally were assigned to men now are being performed successfully by women. An essential part of many family incomes is supplied by the woman's salary. The film indicates that women themselves need to explore the world of work more fully. Those who have not identified their full capabilities and potential may well be victims of their own acceptance of the outdated and outmoded myths and cliches that continue to surround them. Knowledge of today's realities is essential to make certain that women and men in today's world are people of equality.

Other

A limited number of the following booklets are available to individuals as long as the supply lasts:

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way

Guidelines for Sex-Fair Vocational Education Materials

Choices: Learning About Changing Sex Roles, Level A and B by Nancy Register Wagen and Sherri Wagner. Jenny Publishing Company Inc., 57 Queen Avenue South, Minneapolis, Minnesota 55405, 1977.

EXPANDING ADOLESCENT ROLE EXPECTATIONS Information, Activities, Resources for Vocational Educators. Community Service Education Department, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853, 1977.

Expanding Career Horizons, game, by JoAnn M. Steiger and Arlene Fink. State Board of Education, Illinois Office of Education, Springfield, Illinois.

Expanding Nontraditional Opportunities in Vocational Education, Ellis Associates Inc., P.O. Box 466, College Park, MD 20740, 1977.

NEW PIONEERS Seminar Leader's Handbook by Amenda J. Smith North Carolina Department of Public Instruction, Division of Equal Education, Raleigh, NC, 1978.

PROJECT AWARENESS A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Feminists Northwest, Seattle, WA, 1976.

PROMOTING SEX EQUITY IN THE CLASSROOM, A Resource for Teachers Vocational and Technical Education by Vocational Education Council, Department of Home Economics, College of Home Economics, Iowa State University, Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, IA 50319, 1979.

SEX EQUITY: In Self-Views, In School Practices, in Career Counseling by Deanna Chitayat, Harvy Lieberman, and Judith Waters. Institute for Research and Development in Occupational Education, Center for Advances Study in Education, The Graduate School and University Center of the City University of New York, 1978.

Sex Fairness in Career Guidance, a Learning Kit by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes. Abt Publications, 55 Wheeler Street, Cambridge, MA 02138, 1975.

Sourcebook for Equal Goals in Occupations, Hawaii State Department of Education, Office of the State Director for Vocational Education, HI, 1978.

S.T.E.R.E.O. Strategies, Techniques, and Effective Resources for Equalizing Opportunities: A Handbook to Assist in Overcoming Sex Bias and Sex Stereotyping in Vocational Education. Arizona Department of Education, Division of Career and Vocational Education, 1978.

Toward Educational Equity: Sex Affirmative Curriculum Guides for Counseling and Teaching. Appalachian Center for Educational Equity, Year 2. The University of Tennessee, Knoxville, TN, 1978.

Untapped Resources in Vocational Education Trainer/Teacher Guide by James D. Good. Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, MO, 1979.

Vocational Education Sex Equity Strategies. National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210, 1978.

Additional resources are available that are not student activity oriented.

APPENDIX F

Criteria for Measuring Progress Toward Equity*

The following items will aid you in evaluating your plan and measuring the progress of your effort. The material is included to suggest one way to evaluate the plan.

1. A goal statement identified to achieve equity in each vocational institution, program, class, etc.
2. Objectives, strategies and timelines to achieve equity included in staff's yearly plans.
3. Inservice dealing with equity issues provided for staff.
4. Education of parents, employers, community regarding need for equitable treatment of people in vocational education.
5. Functional means for staff, students, parents and community to contribute ideas and plans for equity efforts in the school.
6. Specific number of hours per week set aside for Title IX coordinator to assist staff with equity efforts.
7. Increased number of nontraditional students enrolled in programs traditional for females or males over previous year.
8. Increased number of students graduated from programs nontraditional to their gender over previous year.
9. Revised recruitment methods to promote expanded career choices for students.
10. Recruitment of staff into nontraditional areas.
11. Use of nontraditional role models in class activities.
12. Support (personal-social) services provided to nontraditional students in traditional male/female programs.
13. Programs and information provided for students to explore: 1) effects of sex role stereotyping; 2) increased participation of women in labor force; 3) need for all students to prepare for dual role of homemaker/wage earner.
14. Available child care service for vocational students.
15. Increased services for displaced homemakers, re-entry workers and people entering nontraditional occupational training.
16. Increased education of counselors in equity issues and sex fair counseling techniques.
17. Sex fair language and illustrations used in publications and displays.
18. Revision of course curriculum projects to meet the needs of both females and males.
19. Evaluation by local institution of the degree to which equity exists in programs, policies and procedures.

*Minnesota Department of Education. **Handbook to Develop a Plan of Action for Equity in Vocational Education** (St. Paul: Minnesota Department of Education, Vocational-Technical Division, n.d.), pp. 19, 20, 27-29, 33-34.

Examples of Objectives Which Could be Used to Achieve Equity Goals

1. Demonstrate recruitment techniques designed to enroll females and males into vocational programs which have been traditionally limited to the opposite sex.
2. Develop support (personal/social) services for students who are enrolled in vocational programs which are not traditional for their sex.
3. Provide inservice to teachers of programs which enroll nontraditional students.
4. Remove curriculum and instructional materials which contain sex biased and sex stereotyped information.
5. Purchase and/or develop materials for instruction and promotion of vocational programs which are free of sex biased and sex stereotyped images and language.
6. Provide facilities, equipment and instructional materials for all students regardless of sex.
7. Provide sex fair information regarding educational opportunities and employment opportunities, and sex fair testing instruments and guidance information.
8. Provide inservice for administrators, teachers and counselors which provides awareness and teaching methods that will contribute to the elimination of sex bias and sex role stereotyping in vocational programs.
9. Inform the community which the institution serves (organizations, industry, general public) that admission to any vocational program or activity is open to all students regardless of sex.
10. Appoint an appropriate number of women and men to the local general advisory committee.
11. Increase the number of qualified men on advisory committees for female dominated vocational programs.
12. Increase the number of qualified women on advisory committees for male dominated vocational programs.
13. Recruit and promote women into administrative and supervisory positions with salaries and benefits equal to those of men holding the same position.
14. Refer students to companies and industries which demonstrate sex fair employment practices.

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